Budget for Education

	FY 1990 Comparable	FY 1991 Estimate [1]	FY 1992 Administration Request
	(in thousands)		
Helen Keller National Center	$4,938	$5,367	—
Independent living	45,431	48,088	—
Training	31,110	33,353	—
National Institute on Disability and Rehabilitation Research	54,318	58,924	—
Technology assistance	14,814	20,982	27,340
Evaluation	988	976	—
Rehabilitation services and disability research [2]	—	—	1,976,040
TOTAL	**1,730,212**	**1,889,288**	**2,003,380**
VOCATIONAL AND ADULT EDUCATION			
Vocational education:			
Basic grants	850,734	856,503	890,656
Tribally controlled post-secondary vocational institutions	—	2,440	2,440
Community-based organizations	10,850	11,711	11,711
Consumer and homemaking education	34,176	33,352	—
State councils	7,942	8,783	8,783
Tech Prep	—	63,434	63,434
National programs	23,014	24,681	23,680
Bilingual vocational training	2,959	2,888	2,888
Permanent Appropriation (Smith-Hughes Act)	7,048	7,148	7,148
Adult education:			
State programs	157,811	201,035	221,500
National programs	1,973	7,807	9,000
Literacy training for homeless adults	7,397	9,759	—
Workplace literacy partnerships	19,726	19,251	19,251
English literacy grants	5,888	976	976
Technology education demonstrations	988	964	—
Commercial driver literacy (not authorized)	—	1,952	—
TOTAL	**1,130,506**	**1,252,684**	**1,261,667**
STUDENT FINANCIAL ASSISTANCE			
Pell grants	4,804,478	5,374,282	5,775,121
Presidential achievement scholarships [2]	—	—	170,000
Supplemental educational opportunity grants [3]	458,650	520,155	346,945
Work-study	601,765	594,689	396,615
Income-contingent loans	9,863	4,880	10,000
Perkins' loans:			
Federal capital contributions	135,129	156,144	—
Loan cancellations	13,180	—	15,000
State student incentive grants	59,181	63,531	—
TOTAL	**6,082,246**	**6,713,681**	**6,713,681**
GUARANTEED STUDENT LOANS TOTAL	**4,376,027**	**4,244,489**	**5,892,632**
HIGHER-EDUCATION PROGRAMS TOTAL	**624,114**	**763 289**	**784,501**
COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS TOTAL	**35,129**	**37,726**	**3,598**
EDUCATIONAL RESEARCH AND STATISTICS			
Educational research	55,502	64,714	74,296
Statistics	22,655	44,313	51,974
National Assessment of Educational Progress (NAEP)	17,084	19,211	28,086
Fund for Innovation in Education	18,939	27,737	27,737
Fund for the Improvement and Reform of Schools and Teaching	8,358	8,895	2,807
Eisenhower mathematics and science education national programs [5]	8,781	11,711	14,711
National Diffusion Network [5]	12,837	14,151	14,151
Blue ribbon schools [5]	494	885	885
Javits gifted and talented students education [5]	9,888	9,732	9,732
Star schools [5]	14,813	14,417	10,000
Educational partnerships [5]	3,703	4,233	4,233
Territorial teacher training [5]	1,762	1,769	1,769
Leadership in educational administration [5]	3,845	3,831	370
Mid-career teacher training [5]	987	987	—
Partnerships for innovative teacher education [2]	—	—	20,000
National Board for Professional Teacher Standards			
National Council on Educational Goals	—	1,952	—
TOTAL	**179,648**	**228,538**	**260,751**
LIBRARIES [3]			
Public libraries	120,956	123,024	35,000
Research and demonstrations	285	325	—
Research libraries	5,738	5,855	—
Library literacy programs	5,365	8,163	—
College library technology	3,732	3,904	—
Foreign-language materials	—	976	—
TOTAL	**136,076**	**142,247**	**35,000**
PAYMENTS TO SPECIAL INSTITUTIONS TOTAL	**264,662**	**310,026**	**305,140**
DEPARTMENTAL MANAGEMENT			
Program Administration	244,835	284,596	303,567
Office for Civil Rights	44,572	48,405	56,000
Office of the Inspector General	23,110	24,837	28,521
TOTAL	**312,517**	**357,837**	**388,088**
TOTAL, EDUCATION DEPARTMENT	**24,622,959**	**27,097,404**	**29,620,044**
EARLY CHILDHOOD PROGRAMS [6]			
Head Start	1,552,000	1,952,000	2,052,000
Comprehensive child-development centers	24,668	24,398	24,398
JOB TRAINING PARTNERSHIP ACT TOTAL [7]	**3,917,611**	**4,066,728**	**4,031,731**
INDIAN EDUCATION [8]			
Bureau of Indian Affairs programs, including B.I.A. schools	287,384	544,545	418,616
NATIONAL SCIENCE FOUNDATION [9]			
Education and human resources activities	220,600	322,400	390,000
ASBESTOS ABATEMENT [9]			
(Environmental Protection Agency)	42,200	46,300	—

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Bush K-12 Science-Education Budget Seeks $660 Million Across 10 Agencies

By Robert Rothman

WASHINGTON—The Bush Administration's proposed budget for fiscal 1992 includes $660 million for precollegiate science- and mathematics-education programs, a 28 percent increase over this year's funding level and a near-doubling of 1990 funding, a report by an interagency group states.

The proposed increase is part of an overall $1.94-billion budget for science and math education at all levels, a 13 percent hike, according to the report.

D. Allan Bromley, assistant to the President for science and technology policy, called the report released last week the first-ever "inventory" of the federal investment in science and math education.

Using the report as a baseline, he added, the interagency group will in the coming year present "programs, plans, and priorities for how the nation can best move toward the ambitious goals the President and the governors established for the nation in science education."

In their joint statement last year, President Bush and the nation's governors pledged that U.S. students would be first in the world in science and math achievement by the year 2000.

Secretary of Energy James D. Watkins noted that the federal funds sought for next year, while substantial, represent only a fraction of what is needed to attain the goals. He said the federal programs serve as leverage that will encourage action by state and local governments and businesses.

"We're talking about setting up a mechanism for potential links with the governors and the private sector," Secretary Watkins said. "We're [not] talking about the federal government solving the problems of mankind."

The report, "By the Year 2000: First in the World," is the first issued by the education and human-resources committee of the Federal Coordinating Council for Science, Engineering, and Technology, a group representing 16 Cabinet departments and other agencies.

The panel, chaired by Secretary Watkins, was created by Mr. Bromley last year in part to bring under one umbrella the various federal efforts in science education. In the past, science educators and members of the Congress have criticized the Administration for failing to provide a comprehensive strategy for the field. *(See Education Week, Nov. 15, 1989.)*

Considerable Activity

As its first effort, the panel combed each agency's budget to reveal the extent of its efforts in science and math education.

"The council found more activity than anticipated," said Luther S. Williams, director of the education and human-resources directorate of the National Science Foundation. "A significant fraction was below the budget line-item level."

The report found that, although the N.S.F. and the Education Department provide the bulk—86 percent—of the spending on precollegiate programs, eight other agencies "also have a modest precollege investment that they are proposing to expand in fiscal year 1992."

Under President Bush's budget, total spending on such programs by all 10 agencies would increase by $146 million, to $660 million, next year, the report states. The total represents a 92 percent increase since fiscal 1990, it notes.

Four Priorities

In addition to outlining the federal investment in math and science education, the council also set priorities for such programs. To meet the objectives of improving student performance, strengthening the teacher workforce, ensuring an adequate "pipeline" of science and technology workers, and enhancing public science literacy, the council proposed that agencies focus on four areas in precollegiate education: teacher preparation and enhancement, curriculum development, organization and systemic reform, and student incentives and opportunities.

In the student-incentive area, the report notes, the Administration has called for a new $40-million initiative. Under the plan, the Education Department would award grants to school districts where students have demonstrated high levels of improvement in math and science performance.

The report also notes that the N.S.F. is expected to issue this year the first grants under its statewide systemic-initiatives program. Under that $31-million program, the agency will provide states about $1.7 million each a year for five years to support projects to overhaul their education systems. The Education Department, through the Eisenhower Mathematics and Science Education Program, will also support the initiative, the report notes.

As a next step, the report says, the council this year plans to evaluate the effectiveness of the programs included in the report. It is also expected to examine programs at the two-year-college level, as well as programs to promote public science literacy.

Single copies of the report are available free of charge by writing or calling Peggy Dufour, Committee on Education and Human Resources, Department of Energy, 1000 Independence Ave., S.W., Washington, D.C. 20585; (202) 586-7970.

Secretary-Designate Vows To Scrap Policy Barring Some Race-Exclusive Scholarships

Continued from Page 25

some of the criticism often voiced by opponents of the concept.

Critics "worry that choice is all [proponents] have to offer. That's not the case with me," he said. "I think it's a powerful motivator for change, but it's not in itself an education policy."

"We have to create good schools for [parents] to choose from," he added.

While Mr. Alexander repeated the familiar Republican reminder that the lion's share of education funds are provided by state and local governments, he hinted that he might not be averse to increasing the federal share.

"I agree with you about putting gas in the tank," Mr. Alexander said. "I fought for the biggest tax increase in our state's history [for education programs]. I'm willing to do that again."

Moving Toward the Goals

Mr. Alexander also implied that he might be open to a proposal backed by Mr. Kennedy and Senator Jeff Bingaman, Democrat of New Mexico, to alter the composition of a panel monitoring progress toward the national goals—an idea the Administration vehemently opposed last year.

The Administration and the governors agreed on a panel controlled by them, with lawmakers as nonvoting members. The senators would like a more independent panel with a majority of educators. Mr. Bingaman hinted that he had been encouraged by a pre-confirmation meeting with Mr. Alexander.

"I look forward to talking with you about it," Mr. Alexander said. "One thing I would like to do is to lessen the feeling I sense in members of the Senate that they are not involved enough in the goals process."

Mr. Alexander said his primary job as Secretary would be to "move the nation toward the goals," and discussed briefly how he would proceed.

"The first step would be to establish new world standards," he said, "and help communities adopt those standards."

"You have report cards so parents can know how their child is doing in, for example, the kind of math we need to know today," he said. "Then you get to the specific programs that move a child toward that standard."

Mr. Alexander is a member of a Presidential advisory panel that has recommended that a new national test be created, and he backed the idea last week. However, he said, educators should have more than one test from which to choose, and such a test should not be mandatory.

Mr. Alexander said another priority would be adult literacy and lifelong learning, arguing that many workers need to be retrained to meet the demands of the modern, high-technology job market.

Mr. Alexander said he has "no preconceptions" about what changes he would propose in the Higher Education Act, which must be reauthorized in 1992. "My only predisposition is that we should take this opportunity to take a bold look at what can be done," he said.

One committee member asked Mr. Alexander whether he was worried about his ability to keep all his promises or to live up to the education world's high expectations for him.

"I don't mind the high expectations," he said, "because I think there are a lot of people around the country ready to go and just waiting for the tracks to go down."

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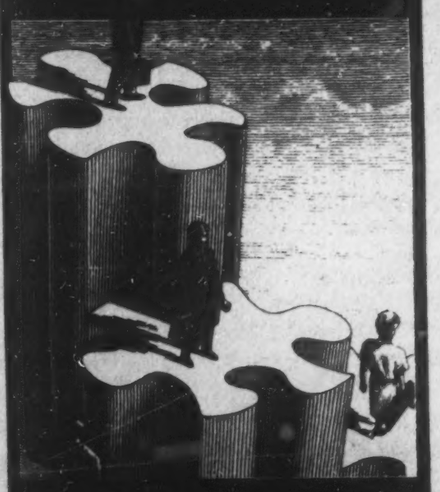

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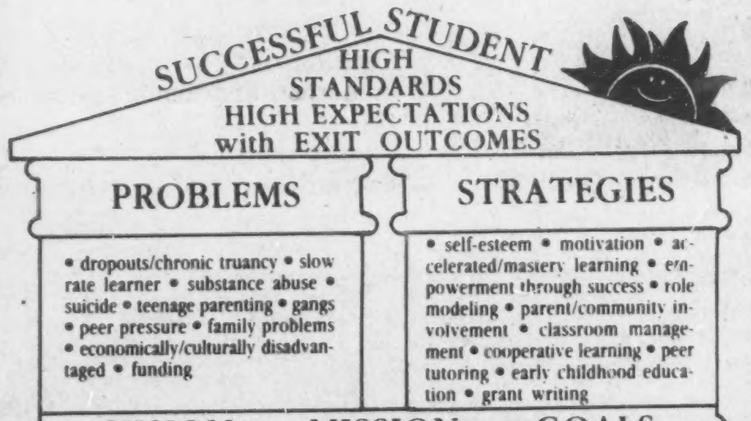
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This Week's Forum: Page 36

EDUCATION WEEK

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Weicker Calls for An Income Tax, Finance Reforms

Conn. Plan Shifts Aid From Wealthy Districts

By Karen Diegmueller

Facing a severe budget crisis tied to the decline in the New England and national economies, Gov. Lowell P. Weicker Jr. of Connecticut has challenged one of his state's enduring traditions by proposing for the first time to tax personal income.

But even that new and highly controversial source of revenue will not be enough to spare the education budget in a state renowned for school spending.

Moreover, the Governor's 1991-92 budget calls for a cut in state aid to nearly half of Connecticut's school districts. Funding for less-wealthy districts would rise, however.

"I predict the saying 'turf battle' will achieve a whole new definition in Connecticut in 1991," Governor Weicker said in his budget address this month.

Mr. Weicker, a former Republican member of the U.S. Senate who was elected as an independent in November, inherited a deficit that his administration says has climbed to $2.4 billion.

The Governor argues that the state needs to restructure its tax system and spending plans in order to cope with the

Continued on Page 27

Specter of Gulf's 'War Orphans' Causes Concern Among Educators

By Ellen Flax

WASHINGTON—With the United States and its allies poised last week for a possible ground offensive in the Persian Gulf war, educators, politicians, and others were debating ways to reduce a potential category of homefront casualties: war orphans.

The demographic makeup of today's armed forces raises the possibility that a large number of children of American servicemen and women could be left parentless by the war against Iraq, some observers warn. In the current all-volunteer force, soldiers are more likely to be older and have children than their counterparts in the Vietnam era. And women, many of them single mothers or married to other soldiers, constitute 11 percent of the active force.

WAR IN THE GULF

About 16,300 single parents and 1,200 military couples with children are among the 535,000 U.S. forces deployed to the Gulf, according to the Pentagon. Over all, nearly 66,000 single parents and more than 70,000 married couples—almost 47,000 of whom have children—now serve in the armed forces.

Widespread reports about single parents and married couples going off to war and leaving their children—sometimes newborns—behind has raised new questions about the role of parents and, more pointedly, women in the military services.

AP/Newsfinder

Linda Osgood, an Army Reserve medic, says goodbye to her son, Kaleb, after being called to duty in the Persian Gulf.

Last week, the Senate rejected a proposal that called for allowing single parents, or one parent from a military couple, to be reassigned upon request from combat

Continued on Page 16

Court To Decide 'Unitary' Status Of District in Ga.

But Justices Decline To Accept Denver Case

By Liz Schevtchuk Armstrong

WASHINGTON—Seizing a new opportunity to define the point at which a formerly segregated school system becomes "unitary" and may be freed from federal court supervision, the U.S. Supreme Court last week agreed to consider ending court-ordered desegregation in the DeKalb County, Ga., schools.

In agreeing to hear arguments in *Freeman* v. *Pitts* (Case No. 89-1290), the Court also signaled that it would consider what role housing patterns should play in determining whether a district has met its constitutional duty to desegregate.

The Court accepted the case, a 22-year-old dispute over court efforts to integrate the suburban Atlanta school district, without comment.

Also last week, the Court declined to review another desegregation case, *School District No. 1* v. *Keyes* (No. 89-1698), in which Denver school officials are contesting a federal district judge's decision not to declare the district unitary.

A third desegregation case seeking to specify the conditions under which a district can be declared unitary, *Board of Edu-*

Continued on Page 29

After Slow Start, Asian-Americans Beginning To Exert Power on Education-Policy Issues

By Peter Schmidt

MCLEAN, VA.—The struggles of Nguyen Ngoc Lieu, a refugee from Vietnam, illustrate both the strides Asian-Americans have made in influencing public-school policy and the long road they still have ahead of them.

After fleeing from Saigon to Northern Virginia in 1975, Mr. Lieu decided that "the future of the Vietnamese-American community is right on the steps of the school."

Acting on those beliefs, Mr. Lieu worked for several years as a resource assistant in the Arlington public schools and helped organize the Vietnamese Parents Association of the Washington Metropolitan Area.

After more than a decade of reaching out to parents, however, Mr. Lieu still finds that he and the children too often are standing on the steps of the school alone.

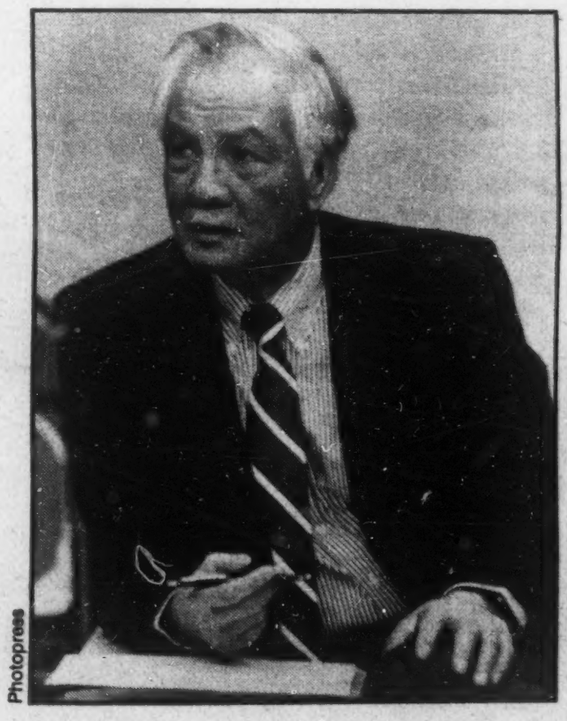
The growth of the parents' association has been slow, and the degree to which the region's estimated 20,000 Vietnamese parents attend meetings of the parent-teacher association and school board "is shameful for us," said Mr. Lieu, who now heads the V.P.A.

Activists from other local, state, and national groups concerned with the education of America's highly diverse population of Asians and Pacific Islanders express similar frustrations.

Virtually all agree that the parents they represent are highly motivated to promote education in the home, but that they are reluctant to try to advance their children's interests to school officials.

The irony, several activists said, is that

Continued on Page 18



Photopress

Nguyen Ngoc Lieu heads a group of Vietnamese parents active in the schools.

State Seeks To Put Kansas City Schools Under Receivership

By Ann Bradley

The State of Missouri has asked the federal judge overseeing the Kansas City school-desegregation case to appoint a receiver to run the entire school district, charging that the school board and administration are incapable of operating the system efficiently.

Under the state's plan, the school board and superintendent would be stripped of their authority while the receiver restructures the district. In addition to examining the district's organization and finances, the state envisions the receiver presiding over a "downsizing" of the desegregation plan—one of the most ambitious and expensive in the nation.

The state's Feb. 14 request came in response to a motion filed by the district in January seeking permission to change its budgeting procedures to avert an anticipated deficit of $9.2 million next year.

The district argues that without the change it will be forced to lay off 190 employees by April 15 and to eliminate vital programs.

Rather than make such cuts, the district

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Also in the news

5 Hard Times in New England
A record number of schools may lose accreditation, a reflection of the effect of the recession.

21 Talking Taxes in Texas
Lawmakers are weighing a bill calling for regional taxing districts and redistribution of some local school revenue.

28 Old Game, New Rules
This year's wrangle over the federal budget will be like no other in recent memory, education advocates say.

IN SUMMARY

College-Bound
A new study of people who take the General Educational Development tests indicates that, contrary to popular belief, a large percentage go on to a two- or four-year postsecondary school. **Page 4.**

Lacking Clout
Efforts to improve schooling for Native Americans are often thwarted by their lack of political or bureaucratic influence in schools, a survey of tribal leaders suggests. **Page 11.**

In Search of Entrepreneurs
The nation's third-largest for-profit provider of supplementary education has announced plans to franchise its private learning centers, and is seeking educators for the venture. **Page 14.**

Students on War
A majority of the nation's elementary- and secondary-school students support the war in the Persian Gulf, a new poll reports, but with age, gender, racial, and regional differences. **Page 16.**

Headed for the Dump?
Ohio legislators have called for dumping the state's unique four-tiered-diploma system after a poor showing by 9th graders on tests that determine which diploma they will receive. **Page 22.**

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CONVENTIONS IN PRINT
A special pullout guide to the annual convention of the Association for Supervision and Curriculum Development.
Begins opposite page 22.

FORUM
Guidelines for HIV and AIDS Student Support Services.
Excerpts on Page 36.

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ACROSS THE NATION

STATES

Massachusetts Pressuring Districts To Drop Offensive Indian Mascots

The Massachussetts Commission Against Discrimination is working with the state education department to develop guidelines for schools that wish to adopt Indian mascots that do not offend the state's Native American community.

The commission began an "informal investigation" into the issue of Indian emblems after Chief John Peters, who heads the state's Indian Affairs Office, was unsuccessful in getting districts in the towns of Quincy and Athol to drop images of "warlike" Indians, said Kathleen Allen, an M.C.A.D. commissioner.

Ms. Allen said that it is hoped that the state agencies will be able to persuade schools to modify or to rid themselves of symbols that portray Indians with "caricatured features."

But, she added, the commission has the power to withhold affirmative-action funds from townships that violate state human-relations laws and may consider doing so if the two districts cited by Chief Peters refuse to modify their mascots.

A series of discussions over the last year between Chief Peters and officials of the two districts have been unsuccessful in bringing about any change in the mascots, she said.

"The critical problem is that the [offensive nature of] those symbols has been ignored," she said.

■ **The Detroit chapter of the National Association for the Advancement of Colored People last week called on the State of Michigan to extend the school year and implement other sweeping education reforms.**

A position paper on education reform released by the Detroit N.A.A.C.P. called for extending the school year from 180 to 220 days; setting statewide teacher-pay rates with merit-pay provisions based on student achievement; and levying school taxes statewide, with 3- to 5-mill limits on how much school districts could levy for their own programs.

The position paper also called for the number of Michigan school districts to be reduced from more than 500 to 125 in order to reduce district administrative overhead and eliminate the duplication of services.

■ **Public elementary and high-school students in Louisiana cannot be required to take a foreign-language course if their parents object,** the state attorney general has ruled.

In 1983 the state board of education adopted a rule requiring 4th, 5th, and 6th graders to study a foreign language for 30 minutes a day. Seventh- and 8th-grade students are required to study for 150 minutes a week during the language-arts period.

The law allows districts to choose which language to offer, and school officials in St. Tammany Parish in Covington chose French.

Last November, however, the St. Tammany school board voted to defy the state directive.

Terry Bankston, superintendent of the district, asked the attorney general's office for an opinion, saying that some parents had objected to the requirement, preferring that language-arts classes focus on the study of English.

Assistant Attorney General James Ross held that state law allows parents to make a written request for an exemption to the school's principal or to the superintendent of the parish or city school system.

■ **Tuskegee University in Alabama is planning an adult-education center to serve disadvantaged and poor rural residents of the Southeast.**

Using satellite communications and other technology, the center will transmit via television university programs to 10 rural Alabama counties. The center, which its organizers hope will become a model for such programs in the South, also is expected to bring educational opportunities to other states in the region.

Programs will be broadcast to schools, churches, and community centers in rural areas, and the center will offer on-campus literacy courses and schooling for adults with little education.

The center also will present courses for educators, training in community leadership, and training in family financial management, nutrition, health, and hygiene.

The center, scheduled to begin operations in several years, will be funded by a $10.5-million grant from the W.K. Kellogg Foundation. An additional $4 million will come from the U.S. Department of the Interior, and the U.S. Department of Agriculture is providing $1.7 million.

Called the Kellogg Center for Continuing Education, the Tuskegee effort is the 10th adult-education center established by the foundation in the United States and England. It will be the first at a historically black university.

Ecology, Ninja Style

Beginning this spring, elementary-school students in Maine will get a lesson about freshwater ecology from four pizza-chomping, karate-chopping, totally rad instructors—the Teenage Mutant Ninja Turtles.

And although supporters of the program say it will only draw on children's considerable interest in the Ninja Turtles to teach them something valuable about real turtles, parents and educators critical of the venture have questioned the appropriateness of the program's use of superheroes who employ violence to solve their problems.

The program was created by Alan Lishness, director of the Gulf of Maine Aquarium Project, with the blessing of—and a $45,000 donation from—Kevin Eastman, co-creator of the Ninja Turtles and a native of Maine.

The project will consist of a traveling show for 2nd- through 4th-graders to teach them about the seven species of turtles indigenous to Maine and the freshwater habitat necessary to sustain the creatures.

Mr. Lishness understands the reasons for what he calls "the polarity of parents" on the issue, but also explains why he thinks the board of the Portland aquarium reached a consensus to support the program.

"The reaction [to the Ninja Turtles] ranges from 'I hate them for using violence to solve problems' to 'They have empowered my child,' " Mr. Lishness says.

"[But] we're not going to let the turtles use weapons," he adds. "We took the weapons away and replaced them with the tools of scientific inquiry—dip nets, microscopes, and magnifying glasses."

Peter Steiner

Mr. Lishness also notes that the teenage terrapins will eschew their usual turtle-speak and that the materials used in the program will be gramatically correct, down to the motto written on the van that will carry the program from school to school: "If you want to save the Earth, you have to learn about turtles."

The program will be tested at Sacarappa Elementary School in Westbrook in late March and early April and then taken statewide.

The school response has been "unbelievable," Mr. Lishness says, adding that the response indicates to him that "clearly educators have either ignored or resolved [the debate]." —W.M.

DISTRICTS

Philadelphia Archdiocese Sets Largest Tuition Increase Ever

The Roman Catholic Archdiocese of Philadelphia has raised its high-school tuition for the 1991-92 school year to $1,975, a $275 increase that is the largest dollar increase since the schools began charging tuition in 1967.

Despite the 16.2 percent increase, the archdiocesan system of 25 high schools is projecting a deficit of more than $4 million for the next school year.

Officials said the deficit is the result of a declining high-school age population and a slight decline in the number of graduating 8th graders who chose to attend the schools this year. The high schools will borrow funds from the archdiocese to cover the deficit.

The tuition increase, announced in a Feb. 6 letter to parents, follows a $250, or 17.2 percent, increase this year to $1,700. *(See Education Week, Feb. 28, 1990.)*

The $275 increase is for Catholic students whose parishes contribute toward their secondary education. Non-Catholics will be charged an additional $500, an increase from the current $420 fee.

The archdiocesan high-school system enrolls more than 27,500 students. Officials said they are seeking to increase the amount of money available for financial aid, which currently totals about $2 million.

■ **The U.S. Court of Appeals for the Sixth Circuit has rejected a lawsuit by a**

Minnesota Open-Enrollment Program Has Had Mixed Impact, Survey Says

Minnesota's statewide open-enrollment program, one of the first in the nation to allow parents to enroll their children in public schools of their own choosing, is having a mixed impact on school districts, according to a new report.

The report, by the research department of the Minnesota House of Representatives, is based on a survey of superintendents in 316 of the state's 433 school districts. The survey was conducted during the 1989-90 school year when the open-enrollment program was still in the early stages of development. The program was not fully implemented until this year.

Even so, more than one-half of the superintendents surveyed said their districts already had been affected in some way by the program. But, for most of that group, the impact was mixed.

Twenty-eight percent of the superintendents in the Twin Cities metropolitan area and 16 percent of the superintendents in the rest of the state said open enrollment had both helped and hurt their districts.

Another 19 percent of the metropolitan-area superintendents and 23 percent of superintendents in greater Minnesota said their districts had accrued only benefits from the program. A smaller proportion—9 percent in the Twin Cities area and 16 percent in greater Minnesota—said the impact had only been harmful.

"I don't think it shows that an awful lot of school districts are being harmed by open enrollment," said State Representative Bob McEachern, who requested the study. "This bore out what I've been saying all along: open enrollment is just another option for parents and nothing more."

The superintendents said the greatest benefit of open enrollment was the increase in state aid that resulted when students transferred into their districts. They also said open enrollment had helped them improve and expand the curriculum, replace some disgruntled students with highly motivated ones, and inspire a greater willingness on the part of school boards to spend money on improved programs.

The survey also indicated, however, that class sizes had increased both in districts losing students and in those gaining pupils. Some of the districts with large numbers of students leaving had been forced to make staff cuts that resulted in larger class sizes.

Some of the negative effects of the program cited by the superintendents included: a loss of revenue, the departure of good students and student athletes, a lack of stability for planning, and reduced programs for remaining students. —D.V.

Overall Effect of Open Enrollment

On Districts

	Metropolitan area	Greater Minnesota
Benefitted	19%	23%
Hurt	9%	16%
Both	28%	16%
Not Affected	45%	45%

On Students Remaining in Districts

Benefitted	9%	9%
Hurt	9%	9%
Both	4%	4%
Not Affected	78%	78%

Source: Minnesota House of Representatives

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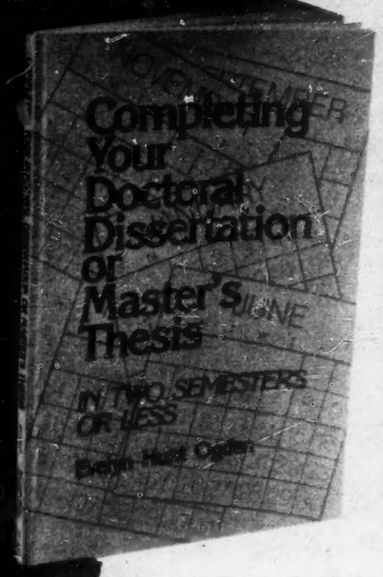

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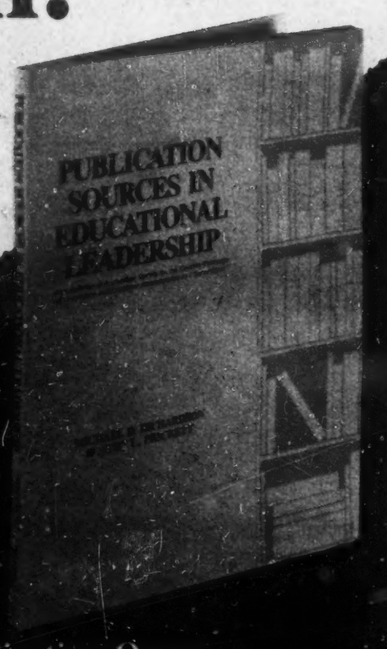

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EDUCATION WEEK

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Recruitment Ads Said To Uncover Teacher Source

Survey Reveals Interest Among Minorities High

By Ann Bradley

One-quarter of the callers who have responded to Recruiting New Teachers' public-service advertising campaign are members of minority groups, according to a study released last week, representing what the organization calls a "massive outpouring" of interest in teaching that school-district recruiters have not tapped.

The survey, conducted by Louis Harris and Associates, found a high level of dissatisfaction with the current teacher-recruitment system among all respondents. Nearly half said they believed that school districts simply try to fill job openings, rather than strive to find the best-qualified candidates.

In addition, members of minority groups perceived the recruitment system to be racially biased, Mr. Harris said. Only 46 percent said they felt that competent minority teachers would be "very much welcomed" by recruiters; 33 percent thought principals would very much welcome them, and 32 percent thought white teachers would very much welcome them into the schools.

The results of the survey indicate, Mr. Harris said, that "without innovation and a new attitude toward recruiting, school systems will not be able to tap all of the talent that this study suggests is ready to flood classrooms all over the country."

The survey also found that 40 percent of those who had responded to the campaign had either started teaching or were in the process of becoming teachers.

Recruiting New Teachers has logged more than 390,000 calls since it began its television advertising campaign in 1988—one of the largest responses ever recorded for an Advertising Council campaign, according to David Rockefeller Jr., chairman of the group's board of directors.

The Belmont, Mass.-based nonprofit organization also has received more than $75

Continued on Page 25

Black Private Academies Are Held Up as Filling Void

Ron Hoskins

Jamilla Jihad, a part-time volunteer at the Atlanta Progress Academy, works with students at the small private school.

Seen as 'Response to Desperate Situation'

By Mark Walsh

ATLANTA—Every weekday, Janet Saboor drives 20 miles each way, past public elementary schools and other private schools, to bring her son to the Atlanta Progress Academy.

"We took him out when we moved farther away, but we decided to bring him back here," she said last month of Kariem, a 6th grader at the small private school, located in a lower-middle-class black neighborhood on this city's southwest side.

"The number of students in a classroom was just overwhelming in public school," she added. "And it is very important for our children that their culture be stressed."

At the academy, the African heritage of the 55 students in prekindergarten through 6th grade is, indeed, the emphasis.

"When they come in here, they know more about Teenage Mutant Ninja Turtles than they do about African history," Michael Hagood, the school's associate director, observed.

"We don't separate history from the other subjects," he said in explaining the school's approach to educating black youngsters.

Continued on Page 28

Business's Words, Actions To Improve Education at Odds, Economist Argues

By Jonathan Weisman

American business's much-trumpeted support for education has created a smoke screen that obscures a more profound—and potentially devastating—corporate withdrawal from the public sector, a new book to be released next week argues.

At the same time business has become an influential advocate for school reform, Robert B. Reich, a prominent political economist at Harvard University's John F. Kennedy School of Government, argues in *The Work of Nations*, it has quietly worked to procure subsidies and tax breaks from state and local governments.

Moreover, he says, American corporations have increasingly looked to foreign countries to fill their workforce needs, and the growth in business donations to precollegiate education has dramatically declined during the past decade.

"It's a great irony that business is saying it is supporting education in the front door, but [is] taking away money through the back door," Mr. Reich said in an interview last week.

In *The Work of Nations*, Mr. Reich contends that the free flow of world capital has created an international economy in which borderless corporations rove the globe for the employees they desire.

Because the best-educated Americans do not need to rely on their fellow citizens and have no allegiance to a national economy, he argues, they have withdrawn from the larger society.

That contention, several observers note, undermines the foundation on which corporate philanthropy in education rests: that American business needs a well-educated workforce to remain competitive.

Mr. Reich's book says growth in corporate donations to education has been meager and only enough to keep up the facade of "enlightened self-interest."

Support jumped by 5.1 percent in 1987

Continued on Page 26

Investigation Into Investments Delays Vote on Alexander

By Julie A. Miller

WASHINGTON—An investigation of Lamar Alexander's financial background has held up his nomination to be Secretary of Education for nearly a month, although Congressional aides from both parties said last week that they knew of no solid evidence of any wrongdoing.

Some Senate aides said late last week that they thought the investigation was nearly completed, and that the Labor and Human Resources Committee could vote on the nomination this week. Bush Administration sources said that was also what they had been told.

As of late last week, however, no action had been scheduled.

Mr. Alexander said in an interview that he was not concerned about the probe, which he termed "entirely appropriate and reasonable."

He confirmed that he had been questioned about his financial dealings.

Several committee aides acknowledged that they did not know what the investiga-

Continued on Page 37

Condom Plan for N.Y.C.'s Schools Prompts Debate Among Educators, Health Experts

By Ellen Flax

Two weeks after the New York City Board of Education adopted a controversial plan to distribute condoms in all of the district's high schools, local and national debate about the plan's merits, and its possible influence on other districts, continues unabated.

Under the policy approved by a closely divided board late last month, the district will become the first in the country to distribute condoms to students on an unrestricted basis, without parental consent.

In the aftermath of the decision, educators and health experts said last week that condom distribution alone will not significantly curtail the spread of sexually transmitted diseases, including AIDS, or curb the teenage-pregnancy rate.

Most of them stressed that any condom-distribution program must be part of a broader AIDS-prevention or sex-education curriculum. In New York City, students will have to complete an AIDS curriculum, which is still being developed, before obtaining the free condoms.

Condom distribution "should be done in the context of a comprehensive AIDS-education program," said Cherrie B. Boyer, an assistant adjunct professor of pediatrics at the

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Teaching our Teachers

Ron Wurzer

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Three leading national groups are releasing blueprints on how to improve teacher preparation in math.

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The Education Department is forming a consortium of states interested in new forms of student assessment.

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Music and arts education is vanishing from the nation's public-school curriculum, a national commission on the topic warns in a new report.
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'Hands-On' Science
Grade-schoolers and scientists last week together unveiled a new elementary-level science curriculum developed by the National Science Resources Center.
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Living and Learning
Aspiring teachers at Clark Atlanta University will soon be moving into neighborhood public-housing projects to learn about their future students firsthand.
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Sky High
Proposals to use orbiting satellites to assist distance-learning efforts deserve study, though questions of cost and governance remain, a new study concludes.
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Support for Public Schools
Nearly half of upper-income parents say they would send their children to public schools instead of independent or parochial schools, even if cost were not a factor, a new survey has found. **Page 15.**

Evergreen Education
The Washington House has overwhelmingly approved a modified version of Gov. Booth Gardner's plan for an overhaul of education in the Evergreen State.
Page 31.

Counting Their Chickens?
Democrats on a key House committee last week worried aloud that the Administration's education budget request hinges on as-yet unapproved programs.
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ACROSS THE NATION

NATIONAL

Participation in A.P. Examinations Increasing for Minorities, Girls

The percentage of minority and female students taking Advanced Placement Examinations has increased greatly over the past five years, according to a new report from the College Board.

The board, which administers the national testing program, reports that minority participation in the A.P. program has increased 159 percent since 1985.

Of those students who indicated their race, 24 percent of the 305,769 A.P. candidates in 1990 were minorities, an increase of 8 percent since 1985, the report said. Hispanics tripled their participation rate over the past five years, with 19,830 taking an A.P. test in 1990.

Nationwide, the number of Advanced Placement science and mathematics exams taken by girls is up 73 percent since 1985, the board reported. A gender gap in these fields still exists, however; 99,000 boys, but only 61,406 girls, took the math and science tests in 1990.

The Advanced Placement program consists of a curriculum of 29 course descriptions and examinations that are similar to introductory college courses; many colleges offer credit for qualifying A.P. grades. The College Board provides curricular outlines, teacher workshops, and syllabuses to schools.

DISTRICTS

More than 14,000 Employees In D.C. Schools Face Furlough

The Washington public-school district has notified more than 14,000 teachers and staff members that they will be furloughed for four days this spring as part of the district's effort to trim its $26-million budget deficit.

William H. Brown, interim superintendent of schools, announced the furloughs after Mayor Sharon Pratt Dixon ordered most city agencies to draw up plans to help offset the city's $316-million deficit. The furloughs are expected to save the school system about $6 million.

Employees at all levels of the system will be furloughed April 4, which is during spring break; May 27, the Memorial Day holiday; June 14, the only school day listed; and June 19, which is after the school year ends.

William Simons, president of the Washington Teachers Union, said all unions representing city employees will coordinate efforts to fight the furloughs, particularly since two of the days are holidays.

"The unions agree that if the furlough has to come it should be on days when school is in normal operation," he said. "If school is already closed, there really isn't a furlough."

■ **The board of the San Francisco Unified School District has voted to send 1,350 preliminary layoff notices to teachers and administrators,** the first step in reducing the district's budget by $25 million.

Under the plan, developed in response to Gov. Pete Wilson's proposed budget, the district would actually lay off only about 584 certified teachers and 46.5 administrators. Bilingual, special-education, mathematics, and science teachers are exempt from the layoffs, but still must be notified under the law.

The Governor's proposed budget suspends Proposition 98, which guarantees that 40 percent of the state budget will go to schools.

The plan also calls for closing two high schools, moving nearly 1,700 children to other sites, reducing the number of instructional periods from 6 to 5 through the 10th grade, canceling electives and sports, and cutting back many other programs.

These "unconscionable cuts will destroy the school system as we know it," said JoAnne Miller, the board's president.

Joan Marie Shelley, president of the teachers' union, said her group will work together with parent and community groups to fight the proposal at the state and national levels as well as locally.

"It's not just teachers trying to hang on to their jobs and salaries," Ms. Shelley said. "It's a broad-based educational concern."

■ **Business, education, labor, and community leaders in Los Angeles have launched a nonprofit alliance to work with the Los Angeles Unified School District to restructure and improve the quality of education in its schools.**

The group, called the Los Angeles Educational Alliance for Restructuring Now, or LEARN, will be headed by Mike Roos, a 13-year veteran of the state Assembly and its Speaker Pro Tem, who resigned to head the new group.

"LEARN will develop and implement an action plan to set in motion and sustain restructuring plans already developed by educational groups," Robert E. Wycoff, president and chief executive officer of ARCO and a member of the group's working board, said.

STATES

Va. Supreme Court Rules State Need Not Refund Retirees' Taxes

The Virginia Supreme Court ruled this month that the state does not owe tax refunds that could total up to $400 million to retired federal workers.

Despite a 1989 U.S. Supreme Court decision requiring states to tax federal and state workers' pensions equally, the Virginia high court said the state did not owe anything to the federal workers who, unlike state employees, had been paying income tax on their pensions since 1942.

The state court ruled unanimously that, because federal workers had paid the tax "without protest" until the high court's ruling, the state did not owe refunds to 200,000 retired federal employees.

The retirees' lawyer said he will appeal the case to the U.S. Supreme Court, where several similar state court decisions also await review.

A Currency Campaign

An 8th-grade class in Plantation, Fla., would like to change the face of one of our most familiar forms of currency—literally.

The 10 students in Dennis Yuzenas' "Dig In" class at Seminole Middle School have begun a campaign to replace Andrew Jackson's face on the $20 bill with a likeness of Frederick Douglass, the 19th-century abolitionist and author.

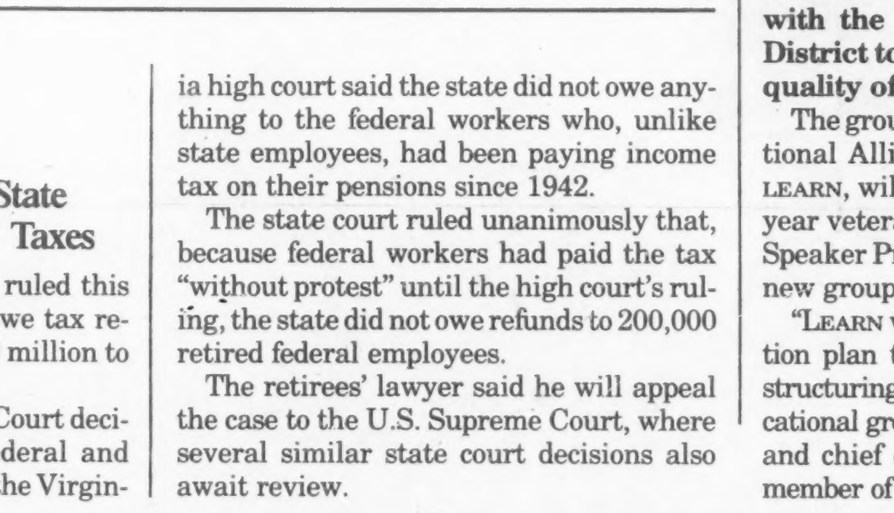
Last fall, American-history lessons and Ken Burns's public-television series "The Civil War" led these unmotivated, disinterested, gifted students—most of whom are from homes with divorced parents—to relate to Douglass as a model of someone who "didn't let things beat him down," Mr. Yuzenas says.

At about the same time, the students learned that Andrew Jackson, who was the first territorial governor of Florida and the President of the United States from 1829 to 1837, was also a slave-trader, a cock-fighter, and a major influence in forcing the Seminole Indians out of Florida. He also killed a man during a duel.

One day, a student questioned why the former President should be honored on the $20 bill when, as Mr. Yuzenas puts it, "Andrew Jackson, without mincing words, was a racist."

"That's like going to someone who does drugs and saying, 'Here's a medal,' " says Billy Fischer, a student in the class.

The students found out that either the Congress or the Secretary of the Treasury can order changes in the appearance of currency, and undertook a class project to gain support for such an effort. They wrote more than 50 letters to major corporations as well as to Secretary of the Treasury Nicholas F. Brady and Florida senators and representatives to the Congress.



Loel Barr

As of last week, no one had responded.

"It makes you think no one cares," Billy says. "People are saying they're not racist, then they go home and do what they want. That's their right to be like that, but it's discouraging."

Mr. Yuzenas says his class wants to be more militant, but he has used the campaign to discuss with students the efforts of reform movements throughout history and to demonstrate that "change is slow." According to the students, they are not going to give up on the campaign. "It isn't just a school project . . . it's more than that," Billy says.

—W.M.

Recruitment Ads Said To Uncover Teacher Source

Continued from Page 1

million in donated advertising.

When the campaign began, Mr. Rockefeller noted, board members believed that the nation was suffering from a lack of talented people who were "willing and able" to go into teaching.

That theory has been disproved, he said, by the large number of qualified people who have responded to the campaign.

However, he added, these people have encountered "significant barriers" to entering the profession.

'Achilles' Heel of Reform'

"Our conclusion is that the school-reform movement has an Achilles' heel," Mr. Rockefeller said. "Put bluntly, at a time when the process of teacher recruitment should be of serious national concern, it has become an inefficient, bewildering, and bureaucratic maze."

Callers who dial 1-800-45-TEACH are sent brochures about teaching that include optional response cards. Of the nearly 400,000 callers, 112,000 returned cards, the survey showed.

The organization shares the names of prospective teachers who mail in cards with a national network of more than 700 colleges and universities, school districts, state education departments, and educational associations. These groups then contact individuals about teaching opportunities.

For the survey, 2,750 people who responded to the campaign in the spring and late summer of 1990 were interviewed. At that time, the organization had collected 77,000 names of potential teachers; since then, another 33,000 have been added to the data base.

At the time of the survey, 88 percent of all respondents indicated that they were still interested in teaching. Among members of minority groups, 91 percent said they still wanted to teach—a number representing 17,626 potential teachers, Mr. Harris said.

He called the fact that 25 percent of the callers were minorities "astonishing," since minority groups make up 20 percent of the total population and 10 percent of the current teaching force.

Of the respondents who were members of minority groups, 16 percent were African-American, 6 percent Hispanic, 2 percent Asian-American, and 1 percent Native American.

Nontraditional Attitudes

Although Recruiting New Teachers initially assumed that most callers would be young people, the survey found that three-quarters of the respondents were age 23 or older.

The callers' gender also closely mirrors the split among the general adult public, Mr. Harris said: 54 percent were women, and 46 percent were men. The numbers were "dramatically different" from the make-up of the current teaching force, he noted, which is 69 percent female and 31 percent male.

The callers also were better educated than the general public. More than 60 percent had completed four years of college; three-quarters of those who had not had completed at least some college. Of callers who were 22 or older, 75 percent were college graduates.

Twenty-two percent had done postgraduate work, 10 percent had a master's degree, and 1 percent had a doctorate, the study found.

Minority respondents were more likely to have attended two-year, rather than four-year, colleges, according to the survey, but a higher percentage of black respondents held doctorates, and more minority students of college age said they were interested in majoring in education.

In addition, 27 percent of the respondents already were certified to teach, and one in three of those certified was employed as a teacher.

Mr. Harris said he believes the teachers who responded to the advertisements were looking for more challenging assignments and could be in danger of leaving the profession.

Nearly 75 percent of all respondents had not taught before—representing the campaign's target audience. More than one-quarter of that group had some experience in schools as volunteers or substitute teachers.

The reasons that survey respondents gave for their interest in teaching reflected that they "are not looking for a sinecure, but instead for a challenge," Mr. Harris said.

The respondents said they were opposed to traditional seniority systems and their automatic job security, the survey found. Instead, the respondents said they were willing to be held accountable for their performance by working under multi-year contracts.

But their attitudes most strongly diverged from those of the current teaching force when they were asked where they would be willing to teach. Eighty-four percent said they would be willing to work in a multicultural setting, the survey found, and 77 percent said they would be glad to work with disadvantaged students.

30,000 New Teachers

Of the respondents who were surveyed, 40 percent have made "significant progress" toward becoming teachers, Mr. Harris reported.

Ten percent have become employed as teachers; 7 percent have completed teacher training and are waiting to be hired; 15 percent have enrolled in teacher-training programs; and 8 percent have applied for admission to such programs.

The rate of progress means that Recruiting New Teachers has helped to bring 30,000 new teachers into the system—a figure that Mr. Harris said compares favorably with the 125,000 teachers who graduate each year from preparation programs.

While acknowledging that some of those individuals likely would have become teachers without the organization's help, Mr. Harris said more than 80 percent of the respondents credited the advertisements with "pushing them to take some positive steps toward entering the classroom."

Recruiting organizations contacted 4,230 of the potential minority teachers. The number of minority candidates assisted by the network compares "extremely favorably" with the 9,242 members of minority groups who received bachelor's degrees in education in 1985, the study noted.

Recruiting New Teachers has "had to scramble" to meet the needs of its respondents, Mr. Harris said. At the time the survey was conducted, it had about 200 "recruiting partners" that got in touch with one in five respondents.

By the end of this year, the organization hopes to have expanded its network to 1,600. Even with more partners, the organization has to help recruiters get accustomed to pursuing people who do not come through the normal channels and to using the available data base creatively, Mr. Harris said.

In addition to releasing the survey results, the directors of Recruiting New Teachers also have endorsed the several strategies for changing the current recruitment system:

- Passing legislation pending in the Congress that focuses on teacher recruitment, training, induction, and professional development.
- Creating local and state initiatives to merge state, district, and university efforts to recruit and retain teachers.
- Creating a national clearinghouse of information about pathways into teaching and job openings.
- Smoothing barriers to teacher mobility by creating certification-reciprocity agreements among various states.
- Addressing the lack of pension portability, which prevents many teachers from moving to new states.
- Encouraging the private sector to help school districts revamp their personnel practices.
- Promoting financial-aid programs to help low-income students, members of minority groups, and nontraditional students become teachers.

Respondents' Motivations And Attitudes

Believe the nation's future depends on education:	83%
Want to teach in a disadvantaged setting:	77%
Want to teach in a multicultural urban setting:	84%
Want to work with the young:	86%
Want to do good for others:	89%
Would exchange tenure for multi-year contracts:	60%
Support merit pay:	85%
Support greater teacher accountability:	76%
Support giving teachers leadership roles:	87%
Favor investing more in teachers' development:	94%

Source: Louis Harris & Associates Survey, 1991

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EDUCATION WEEK

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Census Confirms Remarkable Shifts In Ethnic Makeup

Cultural Diversity Called Challenge for Educators

By Liz Schevtchuk Armstrong

WASHINGTON—The ethnic makeup of the United States underwent a remarkable transformation over the past decade, as the number of Asian-Americans more than doubled and the Hispanic population grew by more than 50 percent, according to the first nationwide racial and ethnic breakdown of data from the 1990 census.

The figures, released last week, reflect a nation that is increasingly culturally diverse, thanks largely to high levels of immigration from Latin America, Southeast Asia, the Philippines, China, and India.

As a result, the data show that whites continue to decline as a proportion of the population, that the Hispanic population is growing faster than expected, and that Hispanics and Asians have begun to fan out from their original points of immigration to virtually every region of the country.

Specifically, although whites are still by far the largest racial group, they now make up only 80.3 percent of the population, down from 83.1 percent in 1980. Blacks, meanwhile, constitute 12.1 percent, up from 11.7 percent in 1980.

The next largest group is Hispanics, who now make up 9 percent of the population, compared with only 6.4 percent in 1980. Hispanics can be of any race.

They are followed by Asians and Pacific

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John Sotomayor/The New York Times

Charles E. Williams, head of New York City's school-construction authority, left, at a construction site in the Bronx last year with Shelly Slifstein, the project manager.

'Baby Boomlet' Brings Boom In School-Construction Projects

By Peter Schmidt

Spending on school construction reached an all-time high of some $10 billion last year and is expected to remain at elevated levels throughout the decade, as school districts contend with rising student enrollments and deteriorating buildings.

A "baby boomlet" whose oldest members are now in the middle grades has forced many districts to augment, renovate, or replace cramped or long-neglected facilities, according to industry analysts interviewed this month.

The demand for education-related construction is likely to remain strong, they said, due to steady increases in the birth rate, changes in classroom design, and political pressures to build new schools.

"This is the biggest school-construction boom since the 1950's," said Sheryl B. Maibach, marketing manager for education for the Barton Malow Company of Southfield, Mich., a contracting firm working in 22 states.

"There has been such a huge influx in the elementary schools," she said, "that districts have just panicked."

With seven consecutive years of growth, education construction—which totals about $15 billion for precollegiate and higher education—has emerged as

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Administrators in Los Angeles Form A Bargaining Unit

Principals Said 'Caught In Middle' by Reforms

By Ann Bradley

Worried that they were being left out of the decisionmaking process, school administrators in Los Angeles have organized themselves into a formal bargaining unit that will negotiate labor agreements with the school district.

The decision by members of the Associated Administrators of Los Angeles to seek supervisory status from the state was not challenged by the district superintendent or the board of education, which approved the arrangement last month.

The move means that principals, assistant principals, and other administrators will no longer be designated as part of the school district's management team.

Eli Brent, president of the 1,525-member organization, said administrators sought collective-bargaining rights because they "haven't been in the decision loop."

"We now have a handle on our own destiny," Mr. Brent said, "good or bad."

The new bargaining unit, which approximately 1,850 administrators are eligible to join, will negotiate "memorandums of agreement" with the district, Mr. Brent said.

He said the association has no immediate plans to affiliate with a national labor union.

As the district has moved to a system of

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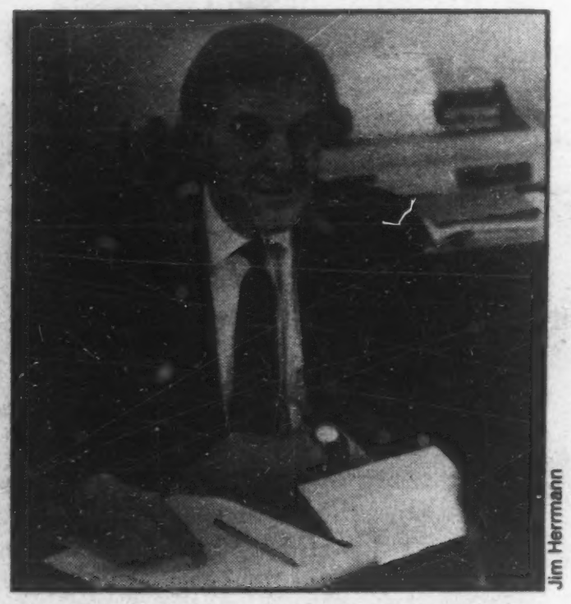

Jim Herrmann

Philip B. Parr, head of the development office for the Pittsburgh schools.

One-of-a-Kind Fund-Raising Office Helps Schools in Pittsburgh Pursue a 'Vision'

By Jonathan Weisman

PITTSBURGH—When the Pittsburgh Board of Education last month approved a one-year campaign to raise $15 million for the district's at-risk students, eyebrows were raised in philanthropic organizations throughout the country.

Soliciting private support for specific projects has become commonplace in the nation's financially strapped and enterprising school districts.

But, observers agree, establishing a general fund—in Pittsburgh's case, for programs for disadvantaged students—and asking for money from individuals and the community at large, as well as from philanthropic foundations, is almost unheard of.

Some say it cannot be done. They argue that individuals will not put up money for an institution that already gets a large chunk of their taxes.

Some say it should not be done. They argue that the district is gambling with the education of at-risk students by placing a public responsibility into unreliable private hands.

But here in Iron City—where buildings once blackened with steel-mill soot now gleam like new, and where the public schools have what may be the only full-time

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Texas Project Spurs Poor Hispanic Youths To Gear for College

By Mark Pitsch

SAN ANTONIO—When Joanne Guajardo was just months away from completing high school, in early 1989, her father thought the only way she could find the money for college was to join the military.

"It was the only commercial that you would see on the TV," Miguel Guajardo recalled recently. "All the time. Constantly. 'You can get money for college if you join the armed forces.' "

Then Mr. Guajardo learned about a workshop on student financial aid, designed especially for Hispanic parents. Held at a church here and conducted by other Hispanic parents and Hispanic educators, the workshop unraveled the intricacies of the federal-aid system.

"You're very intimidated when you're looking for federal financial aid and you don't know the process," Mr. Guajardo said. "Now that we know about this paperwork, it's a lot easier every year."

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A growing program in Mississippi aims to bring middle-class whites back to the public schools.

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24 **Mr. Secretary**
Despite concerns about his finances, Lamar Alexander is confirmed as the Education Department's new chief.